DOCUMENT RESUME

ED 074 863 FL 004 129

AUTHOR	Hess, Richard T.; And Others
TITLE	Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	Nov 71
NOTE	92p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Cognitive Development; *Content Analysis; Curriculum Design; *Educational Finance; Elementary Grades; English; Kindergarten Children; Learning Theories; *Mexican Americans; Program Costs; Program Evaluation; Self Esteem; Sociolinguistics; *Spanish; Student Grouping; Tutoring
IDENTIFIERS	Albuquerque; *Project BEST

ABSTRACT

This content analysis schedule for the Albuquerque (New Mexico) Public School Bicultural-Bilingual Program presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a language dominance assessment, a report on staff development, a process evaluation, a list of techniques for second language teaching, and an evaluation report for the Coronado Project, 1970-71. (SK)

ERIC Copy

Proj # 29
Albuquerque, New Mex.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 074863

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interin evaluation			
Final evaluation	✓	✓	
Pre-audit			
Interim audit			
Final audit			

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 004 129

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5
	6.5 Survey Includes Determination of any Inter-Language in Community	5
	6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift	5
	6.7 EMT Parental Attitudes toward Second Language Learning	5
	6.8 Student Attitudes toward Native and Second Language Learning	5
	6.9 Community Attitudes toward Maintenance	5

0.2 Name of Project 1
0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

verified by Carlos Saavedra

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 29

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess/J. Lichtman /mss Date November, 1971

0.2 Name of Project Albuquerque Public School Bicultural-Bilingual Program

0.3 Address of Project P.O. Box 1927

0.4 Albuquerque, New Mexico

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (Pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating 2.5 1

0.2 Name of Project Albuquerque Public School Bicultural-Bilingual Program

0.3 Address of Project P.O. Box 1927

0.4 Albuquerque, New Mexico

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. 97 - 1969; 07 - 1970; 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 0

2.3 Prior bilingual program involved: — 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program — 2.5 1
P pc
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: — 2.6 4
1-early childhood (pre K + K)
P p.60a 2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers one first grade teacher
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 1,2,4,5
P pc
1-local 4-federal (specify) Title I & II
2-state 5-other (specify) H.S.
3-university

2.8 Total Title VII grant (first year only) — 2.8 140,000

2.9 Total funds for concurrent program(s) cooperating with Title VII — 2.9 92,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: The University of New Mexico — 3.0 1
P p.16
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

C 70 p.3
1-one* 4-four 0-not specified
2-two 5-five
3-three 6-other

*75 students from Sacred Heart School were used in 1969-P p.4

4.2 Total number of students in program A.First year 4.2 A 319
C 70 p.3 B.Second year B 350
C 71 p.20 C.Third year C 495

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of ~~Classes~~ students
PS-PreSchool	
K-Kndgtn	120
PSK 120 TOTAL NO. students PS and K	

C 70 p.3

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	

C 70 p.3

1-grade 1	110
2-grade 2	120
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 230 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

C 70 p. 30-37

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 273	II$_1$ E-Dom - NEMT
2. Total English Mother-Tongue		77 II$_2$ E-Dom - EMT

5.0 E 70 p.1	No.	%
NE dom I N-EMT	273	78%
E dom NEMT II$_1$	77	22%
E-Dom EMT II$_2$		

I Total Non-English II Total English

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of ~~Classes~~ students	Grade	Number of Classes
PS-PreSchool		7-grade 7	
C 70 p.3 K-Kndgtn	120	8-grade 8	
PSK 120 TOTAL NO. students PS and K		9-grade 9	
		B TOTAL students gr. 7-9	
1-grade 1	110	10-grade 10	
C 70 p.3 2-grade 2	120	11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 230 TOTAL students gr. 1-6			

4.4 1-All classes graded — 4.4 1
C 70 p. 30-37 2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 273	II$_1$ E-Dom - NEMT
2. Total English Mother-Tongue		II$_2$ E-Dom - EMT 77

I Total Non-English Dominant: 273 — II Total English Dominant: 77

5.0 E 70 p.1

		No.	%
NE dom N-EMT	I	273	78%
E dom NEMT	II$_1$	77	22%
E-Dom EMT	II$_2$		
Total E-Dom II= II$_1$ + II$_2$		77	22% (inf)

Scores on E 70 p.48 indicate the presence of E dom EMT in program but the sample was incomplete.

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	..... %	.....
A2 Cherokee	A2	..... %	.....
A3 Other (specify)	A3	..... %	.....
A TOTAL No. of American Indian A	.....	..... %	.....
Americans of other ethnic backgrounds:			
B1 Mexican-American	B1 NS	..... %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B 350	100 %	✓
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	350	100 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ..... NS	E1	..... %	.....
E2 ..... NS	E2	..... %	.....
II TOTAL number of EMT students other than target population	NS	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	Spanish	NS	NS
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students			Number of students Bilingual to any extent		
Number	%	not	No.	%	not	only listening comprehen

B1 Mexican-American	B1 NS	.....	.....	.....
B2 Puerto-Rican	B2	.....	%	.....
B3 Cuban	B3	.....	%	.....
B4 Other Spanish-American (specify)	B4	.....	%	.....
B TOTAL No. of Spanish-speaking Americans	B 350	100	%	✓
C Portuguese-American	C	.....	%	.....
D Franco-American	D	.....	%	.....
F Chinese-American	F	.....	%	.....
G Eskimo	G	.....	%	.....
H Russian	H	.....	%	.....
J Other	J	.....	%	.....
I TOTAL number of N-EMT target students	350	100	%	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 .... NS	E1	..... %	.....
E2 .... NS	E2	..... %	.....
II TOTAL number of EMT students other than target population	NS ...	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 1

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	Spanish	NS ..	NS ..
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	77	English	22	....	....	....	....	....	....	....	....
A	.....	American Indian	...	....	....	....	....	....	....	....	....
A1	.....	Navajo	...	....	....	....	....	....	....	....	....
A2	.....	Cherokee	...	....	....	....	....	....	....	....	....
A3	.....	Keresan	...	....	....	....	....	....	....	....	....
A4	....	Other (spec.)	....	....	....	....	....	....	....	....	....
B	273	Spanish	78	....	....	....	....	....	....	....	....
C	.....	Portuguese	....	....	....	....	....	....	....	....	....
D	....	French	....	....	....	....	....	....	....	....	....
F	....	Chinese	....	....	....	....	....	....	....	....	....
G	.....	Eskimo	....	....	....	....	....	....	....	....	....
H	.....	Russian	....	....	....	....	....	....	....	....	....
J	.....	Other (spec.)	....	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 0

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 NS
All children K-2 at Coronado Elem. were included in program
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2

E 70 p. 3
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 72%

E 70 p. 1 B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 10%

E 70 p. 1 (Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

Parent Questionnaire on Lang. use in Home

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	1	1
2 will be made		
0 not mentioned		

included E 69 p. 41-43 Xerox 4a, b, c

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1
II 1

	I N-EMT	II EMT
1 parents	1	1
2 children		
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A X parents, B ___ children, C ___ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A 1 5 7 8

5.8 Community characteristics (mark all that apply) 5.8 2

E 70 p.3
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 78%

E 70 p. 1 B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 10%

E 70 p. 1 (Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

Parent Questionnaire on Lang. use in Home

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	1	1
2 will be made		
0 not mentioned		

included E 69 p. 41-43 Xerox 4a, b, c

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1
II 1

	I N-EMT	II EMT
1 parents	1	1
2 children		
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A X parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A 1,5,7,8
B
C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

Question 6.1

4a

TABLE XI

ilation of Responses to Parent Questionnaire on Language Use in the Home and tudes Toward Project.

The responses on the parent questionnaire are divided into three groups: Those answered in English (90); those who answered in Spanish (7); and those who answered oth languages (12). The percentages below the numbers are the percentage of the group gave that response.

	English	Spanish	both	total
Are you now taking any special classes?				
yes	6 6.7%	3 42.9%	2 16.7%	11 10.1%
no	84 93.3%	4 57.1%	10 83.3%	98 89.9%
If yes, please check which one.				
T.V.I.	2 2.2%	2 28.6%	0 -	4 3.7%
G.E.D.	1 1.1%	0 -	1 8.4%	2 1.8%
Coronado	2 2.2%	1 14.3%	1 8.4%	4 3.7%
other	1 1.1%	0 -	0 -	1 0.9%
Do you read a Spanish language newspaper?				
yes	12 13.4%	4 57.1%	7 58.4%	23 21.1%
no	77 85.5%	3 42.9%	5 41.7%	85 78.0%
Do you listen to a Spanish language radio program?				
yes	61 67.8%	4 57.1%	12 100.0%	77 70.6%
no	28 31.1%	3 42.9%	0 -	31 28.4%

	English	Spanish	both	total
hen you are speaking to ther adults, do you. sually speak in:				
panish?	36 40.0%	3 42.9%	11 91.7%	50 45.9%
nglish?	24 26.7%	2 28.6%	1 8.3%	27 24.8%
oth?	30 33.3%	2 28.6%	0 -	32 29.4%
hen you speak to your hildren, do you usually peak in:				
panish?	16 17.8%	3 42.9%	7 58.4%	26 23.9%
nglish?	45 50.0%	3 42.9%	5 41.7%	53 48.6%
oth?	29 32.2%	0 -	0 -	29 26.6%
ow many times have ou visited in your hild's class at school his year?				
umber of parents	73 81.1%	4 57.1%	10 83.3%	87 79.8%
umber of visits	143 81.7%	11 6.3%	21 12.0%	175 -
of total parents	83.9%	4.6%	11.5%	-
of total visits	81.7%	6.3%	12.0%	-
ow many parent meetings t school have you gone o this year?				
umber of parents	27 30.0%	6 85.7%	7 58.3%	40 36.7%
mber of meetings	50 65.8%	13 17.1%	13 17.1%	76 -
of total parents	67.5%	15.0%	17.5%	-
of total attendance	65.8%	17.1%	17.1%	-

4c

	English	Spanish	both	total
feel that my child happy at school st of the time.				
s	86 95.5%	7 100.0%	12 100.0%	105 96.3%
	2 2.2%	0 -	0 -	2 1.8%
th	2 2.2%	0 -	0 -	2 1.8%
feel that my child s learning:				
lot.	65 72.2%	7 100.0%	10 83.3%	82 75.2%
me.	24 26.7%	0 -	2 16.7%	26 23.9%
t much.	2 2.2%	0 -	0 -	2 1.8%
child likes to go o school most days.				
s	88 97.8%	7 100.0%	12 100.0%	107 98.2%
	1 1.1%	0 -	0 -	1 .009%
th	1 1.1%	0 -	0 -	1 .009%

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned	____	____

Xerox C 70 p.9--included E 70 p. 28-31 5a — d

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 1

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

E 69 p. 41-43

See Xerox Hab, c

1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by

a group of people).

1-yes
0-no

See Leroy Ha, b, c

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 1
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 13

Total Number of Teachers N 13

7.1		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	___	___
II$_1$	A	___	___
II$_1$	B	___	___
	A	0	0
	B	13	100
	N	13	

E 70 p.5

"Only experienced bilingual teachers who have previously demonstrated their effectiveness in the classroom will be employed in this pilot program." P p.6

Question 6.4

Language Dominance Assessment - Recorder's instruction

1. Use page 1 for Block A and then again for B.

   Scoring instructions for I.

   Give 0 if the child says he cannot understand or fails to answer.
   1 if the child answers after a long pause or a repetition.
   2 if the child answers immediately but in the other language.
   3 if the child answers immediately in the language of the other questions.

   Total the two columns at the end. Mark the dominance score as + or - .

2. For II, it doesn't matter what language the answer is given in; just whether is is "Spanish" or "English". If it is any other language make a special note on the top of the form.

   At the end, count up the number of S's and E's. Mark the dominance score as + or - .

3. For III, make a note of the people with whom the child speaks the other language. This question will only be asked when all the answers to II are one language.

4. Write down all the answers the child gives to Block B on page 2. Then score it afterwards.

   Count only Spanish words in Block B, only English in Block E.

   Count the total number of nouns given for kitchen and block; for example, "table", "a big table", are both 1; "a boy eating at a table" is 2; and "boy and his sister sitting at a table" is 3.

   Count the total number of verbs given for yard and school.

   Enter the total for each block.

   Mark the dominance score as + or - .

5. Before you work out the scores, you and the interviewer should each give your personal judgement, Spanish or English dominant.

6. Enter the three dominance scores in the SUMMARY; then work out the total.

7. Arrive at the decision, and enter it on page 1.

Language Dominance Assessment - Interviewer's Instruction and Script.

(Start in Spanish; ask the child to come in and sit down. Then start on Block A. If the child can t answer a single question in Block A, even if you repeat the question slowly (but still in Spanish), go on to Block D. Otherwise, keep going through the questions in order. Don't read the questions out, just ask them naturally in your own words.)

Block A

Me llamo _____. Cómo te llamas?

Cuántos años tienes?

Dónde vives?

Quiero saber cuantas lenguas tu hablas. En qué lengua estamos hablando ahora?

Qué lengua hablas en la casa con tu mamá? (If the answer is both Spanish and English, ask which is used most.)

y con tu papá?

y con tus hermanos?

Qué lengua hablas mejor - inglés o español?

A ti te gusta más hablar inglés o español?

Block B

(You should allow exactly 45 seconds for replies to each question; use a watch with a second hand. Say 'bueno' or 'si' or nod after each word the child gives, correct or not.)

Ahora quiero saber cuántas palabras españolas tu sabes.

1. Imagínate que estás en la cocina de tu casa. Dime todas las cosas que se podría ver ahí.

2. Ahora, imagínate que estás en la yarda de tu casa con un amigo. Dime todas las cosas que ustedes podrían hacer ahí.

3. Piensa que estás caminando por la calle. Qué podrías ver?

4. Qué haces en la escuela?

Block C

(This portion is to be recorded. When the tape recorder has been switched on, you should say "Soy _____ y estoy hablando con _____)

Mira este retrato. Dime lo que ves. Qué más hay? Qué hace él?

(Try to get at least three minutes of speech from the child. Use more than one picture if needed.)

Block D

(If you went through Block A, B and C in Spanish, say "Now let's talk in English".

My name is _____. What's your name?

Where do you live?

I'm interested in what languages you know. What language are we speaking now?

What language do you speak at home with your mother? (If the answer is both Spanish and English, ask which is used most.)

With your father?

With your brothers or sisters?

If the answer to all these questions is in "Spanish", then ask:

Do you speak English with anyone? Who?

If the answer to all these questions is in "English", then ask:

Do you speak Spanish with anyone? Who?

Which language do you think you speak best, English or Spanish?

Which language do you like to speak best, English or Spanish?

Block E

(Allow 45 seconds for replies to each question. Say 'good' or 'yes' or nod after each word given, whether it is correct or not.)

1. Imagine you are in the kitchen at home. Tell me all the things you can see there.

2. Now, just imagine you are out in the yard with a friend. Tell me all the things you can do.

3. Say you are out for a walk around the block. Tell me all the things you can see.

4. What are all the things that you do in school?

Block F

(This portion is to be recorded. Switch the tape recorder on and say "This is _____ and I am talking to _____.

Now I want you to look at this picture and tell me what you see in it. What else do you see? What do you think he's doing, going to do? (Make up other questions to keep the child talking. You should try to get 3 minutes of tape; use more than one picture if necessary.)

APPENDIX "B"

Language Dominance Assessment - Scoring Form

Child's name: _____ Decision

School: _____ Date: _____

Interviewer: _____ Recorder: _____

. . . . . .

I. (Block A and Block D)

(Give 1 point if the child answers at all, 2 if he answers immediately, 3 if he answers in the language in which the question was asked.)

	Block A (S)	Block D (E)
1. Name	___	___
2. Age	___	___
3. Address	___	___
4. Language used now	___	___
TOTAL	____	____

First dominance score (S) - (E) = _____.

II. (Block A and Block D)

(Enter S when the answer is Spanish, or mostly Spanish, enter E when the answer is English or mostly English.)

	Block A	Block D
language with mother	___	___
language with father	___	___
language with siblings	___	___
language spoken best	___	___
language liked best	___	___

TOTAL S's _____

TOTAL E's _____

Second dominance scores (S's) - (E's) = _____.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT$_1$		

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II$_1$A$_1$	—	—
II$_1$B$_1$	—	—
A	0	0
B	6	100%
N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6
E 70 p.5	P p.61	E 70 p.5

7.3 Language(s) used by bilingual teachers: 7.3 1a
(Mark all that apply)

See Xerox Copy

1-Bilingual teachers teach in only one language

E 70 p.5 1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 NS
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language

II E Dom EMT

II E Dom N-EMT

II B — —
II A — —
II B — —
A 0 0
B 6 100%
N 6

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	6	6
E 70 p.5	P p.61	E 70 p.5

7.3 Language(s) used by bilingual teachers: 7.3 1a
(Mark all that apply)

See Xerox Copy 6a

1-Bilingual teachers teach in only one language

E 70 p.5 1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 NS
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS	—	—	NS	—	—	NS	NS	—	—
	—	—		—	—			—	—
	—	—		—	—			—	—
	—	—		—	—			—	—

0-not specified

Question 7.3

H. Teachers

Four kindergarten, 5 first grade, and 4 second grade teachers were full-time employees in the project. At first and second grades, teams were established, with one teacher doing all instructing in Spanish and one doing all the English instruction.

I. Aides

Four aides were assigned full-time to the 4 kindergarten teachers. One aide at first grade and one at second grade attempted to work with all the teachers at the respective grade level.

J. Secretary

The project employed a full-time secretary for typing, duplication of reports and curriculum writing and general clerical duties.

K. Clerk

A part-time clerk assisted with record-keeping for migrant children in the project and helped the secretary at times when a large volume of typing was needed.

L. Volunteers

Mothers, grandmothers, and occasionally fathers and grandfathers, presented learning activities in the classrooms, drawing on their cultural backgrounds. They also chaperoned on field trips and worked with play days and fiestas.

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. NS % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
A = teachers
B = aides
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A NS — B NS —

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

P p.63

7.8 ~~no. 's~~ 7, 19, 23, 22

n.s.-qualifications not spcified
0-previous courses not specified

7. ____teacher must ~~meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct~~ be bilingual.
2. ____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ____previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ____previous teaching in local area
5. ____courses in N-EMT language structure and usage
6. ____courses in N-E literature
7. ____content (e.g. Social Studies) courses learned through N-EMT
8. ____any previous education through N-EMT
9. ____courses in teaching ESL
10. ____courses in methods of teaching N-EMT language
11. ____courses in methods of teaching content (e.g. math)in N-EMT
12. ____certification in ESL
13. ____certification in teaching N-EMT
14. ____cross cultural courses
15. ____courses in the cultural heritage, values, deep culture of N-EMT
16. ____other qualifications, specify 19. Bachelor's degree.
23 Recommendation of the College where B.A. was received.
22 Evidence of 8 semester hours of student teaching within the 5 year period preceding the date of

Xerox P p.63 (copy 7a)

8.0 STAFF DEVELOPMENT

E 70
p.3

0-No staff training mentioned
8.1 The project is offering training for teachers A. For B. For Pers

8.1 A ~~1,2,4~~ ____
B ~~1,2,4~~ ____

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given)

P p.63

7.8 7, 19, ~~23~~, 22 ~~no.s~~

n.s.-qualifications not spcified
0-previous courses not specified

7. ____ teacher must ~~meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct~~ be bilingual.
2. ____ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ____ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ____ previous teaching in local area
5. ____ courses in N-EMT language structure and usage
6. ____ courses in N-E literature
7. ____ content (e.g. Social Studies) courses learned through N-EMT
8. ____ any previous education through N-EMT
9. ____ courses in teaching ESL
10. ____ courses in methods of teaching N-EMT language
11. ____ courses in methods of teaching content (e.g. math) in N-EMT
12. ____ certification in ESL
13. ____ certification in teaching N-EMT
14. ____ cross cultural courses
15. ____ courses in the cultural heritage, values, deep culture of N-EMT
16. ____ other qualifications, specify 19. Bachelor's degree
23 Recommendation of the College where B.A. was received.
22 Evidence of 8 semester hours of student teaching within the 5 year period preceding the date of application.

Xerox P p.63 (copy 7a)

8.0 STAFF DEVELOPMENT

E 70 p.3

8.1 A 1,2,4 ____
B 1,2,4 ____

0-No staff training mentioned

C 70 p.8

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	1	1
C 70 p.7 2-The teaching of English as a second language	2	2
3-X as their second language	____	____
C 70 p.7 4-The teaching of X as a second language	4	4
5-Methods of teaching other academic subjects	____	____
See Xerox 6-Methods of teaching other academic subjects Copy 7,b,c,d in X language	____	____

8.2 Stated goals of teacher training are: 8.2 I ____ II ____

	Students I N-EMT	Students II EMT
C 70 p.7 1-Understanding of socio-cultural values and practices of ____	1	____
2-Cross-cultural training ____	____	____
3-Sensitivity to ethnocentricism and linguistic snobbery ____	____	____
C 70 p.7 4-Awareness of the social-emotional development of ____	4	4
C 70 p.16 5-Strategies for accomodating the different learning styles of ____	5	5
6-Strategies for cognitive development of ____	____	____
C 70 p.7 7-Strategies for reinforcing the self-esteem of ____	7	7
8-Methods of cross-cultural teaching or teaching the bicultural component ____	____	____
9-Formulation of pupil performance objectives ____	____	____
10-Methods of evaluation of pupil performance objectives ____	____	____

List specific courses if given (or Xerox and attach)

Xerox C 70 p. 7,16

Teacher		Bachelor's degree from a regionally or New Mexico state accredited college or university, recommendation of the college where the degree was received, evidence of eight semester hours of student teaching within the five year period preceding the date of application, and the meeting of requirements as outlined in general education and in the number of hours in defined subject matter areas. Must be bilingual.
Teacher (Kindergarten)		B.S. degree in elementary education from an accredited college or university. Work must include 24 semester hours in primary (k-3) or early childhood education distributed over the areas of: a) Human growth, development and learning; mental and physical health. b) School, parent, home, and community relationships and interactions. c) Curriculum content, methods, materials, experiences, and resources. Supervised experiences with children including observation, participation, and student teaching - 6 semester hours. d) Current problems, history and philosophy of education. e) Administration and organization of schools. Must be bilingual.
Counselor (To be paid under Title I)	Must provide professional counsel and assistance to principals, teachers, parents, and students, with special emphasis on the behavior developmental and learning problems of children.	Master's degree in Guidance and Counseling, two years teaching in the classroom and possession of teacher certification and guidance and counseling certification. Must be bilingual.

Question 8.1 76

Staff Development

EVALUATION

METHOD: No members of the Title I Evaluation Staff were assigned to this project during the pre-service workshop, and there was not, as yet, an evaluator hired specifically for the project: thus, there are no process evaluations of the workshop and much of the evaluation design included in the proposal was impossible. The evaluation here discussed is based on a questionnaire given to school personnel at Coronado during December, 1969. The information requested in the questionnaire was based on the discussion of the pre-service workshop in the proposal.

RETURNS: Questionnaires were returned by sixteen people, eleven of whom had attended the workshop (one attended only two weeks). One of the eleven who attended identified himself as an administrator; however, since this identification was not requested, his responses are not considered apart from the others. Of the other fifteen questionnaires returned, there is no way to distinguish teachers, from aides from administrators.

RESULTS: Chart I lists responses from teachers, teacher-aides, and administrators at Coronado assessing the value of the pre-service workshop in selected instructional areas (questions 1, 2, 4, and 6 on the questionnaire).

When asked to write one instructional objective "in behavioral terms" (question 5), five of those who attended were able to write "good to excellent" objectives and two others were evaluated as "passable." On the other hand, two did not even attempt an objective. Objectives written by the five non-attenders were all "poor."

Question 8.1

Staff Development

EVALUATION REPORT

Coronado Bilingual-Bicultural Project
Pre-Service Workshop, Summer, 1969

In consideration of the demands of a bilingual-bicultural project on a school system with no formal background in such projects, a pre-service workshop for school personnel was planned and implemented during June and July, 1969. Objectives of the workshop, as stated in the project proposal are as follows (pp. 5-9):

a. To improve the linguistic skills of the bilingual teacher for insturction in the English and Spanish languages.
b. To supplement the general instructional competency of the bilingual teacher.
c. To provide the teacher with a knowledge and appreciation of Hispanic-Southwest culture and traditions.
d. To provide the teacher with information relevant to national, state, and particularly community urban problems.
e. To instruct the teacher in the techniques of self-actualization, ego-development, and social interaction (using Bessell-Palomares program).
f. To involve the teacher in the production and planning of instructional materials and curriculum for use in a bicultural-bilingual educational program for the elementary schools.

A report from the project director covering the activities of the pre-service workshop will be included as an appendix to this report.

IN-SERVICE TRAINING PROGRAM FOR CORONADO SCHOOL TEACHERS

1970-1971

A. Scope of the In-Service Program

The teachers are the crucial element in any program. In order to equip the teachers in a bilingual-bicultural program with the skills and the professional security that this type of program requires, an in-service training component of the dimensions outlined below is strongly recommended. The past year's experiences with the bilingual-bicultural program point out the following needs:

1. More effective ways of utilizing teacher-aides in the classroom.
2. Improvement of Spanish language fluency.
3. Preparation of curriculum guides tailored to meet the needs of the Coronado School children, as the program expands.
4. Long-term planning plus periodic scheduling of work at each grade level.
5. Selection and adaptation of appropriate materials for the major phases of the bilingual curriculum: oral language, reading, concept development.
6. Development of basic skills in the preparation of simple materials in Spanish as well as effective ways of using them in the classroom.
7. Laboratory experiences in the teaching of oral language, reading, and concept development in Spanish.
8. Background information on research, activities of other programs, and other important aspects of bilingualism.

B. Time Required for the In-Service Training Program: 1970-1971

The amount of time estimated to afford continuity and sequence of the in-service training program is: (1) a two-week workshop at the beginning of the school year; (2) one Saturday morning

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
C 70 5-cross-cultural sensitivity training, t-groups
p.16,17 6-interaction analysis (e.g. Flanders system)
7-other (specify)

P p.16
"Where appropriate, teachers engaged in tng. activities will earn credit at U.N.M.

See Xerox Copy 7d 8a

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical Xerox P p.61
5-contributing to bicultural component
how ? develop materials
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2,3 B 1,2,3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	X	X
C 70 2-project's Master Teachers	X	X
p.17 3-project's teachers	X	X
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	0	___
2-bicultural	0	___
3-N-ENT (specify background)	0	___

8.9 Training is provided: 8.9 1,2
1-during a summer session
C 70 2-during the academic year
p.16,17 3-other (specify)

8.10 Extent of training: 8.10 A 1 B 5

A 1-approximately equivalent to a college course
E 70 p.68 2-more than one course
3-less than one course
See 4-other (specify)

B (indicate no. of hours)
5 _____ weekly
E70 p.71 6 NS monthly
7 _____ bi-monthly

6 NS
7 ____

Xerox Copy 728a

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical Xerox P p.61
5-contributing to bicultural component
how ? develop materials
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2,3 B 1,2,3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	X	X
2-project's Master Teachers	X	X
3-project's teachers	X	X
4-other (specify)	___	___

C 70 p.17

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	0	___
2	0	___
3	0	___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

C 70 p.16,17

8.10 Extent of training: — 8.10 A 1 B 5 ___ 6 NS 7 ___

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 NS monthly
7 _____ bi-monthly

E 70 p.68 E70 p.71

See Xerox Copy 8a

8.11 Number and Proportion of teachers attending training: — 8.11 0 100%

		or: if specified descriptively, indicate:
0-not specified		6-most
1-100%		7-many
2-more than 75%		8-few
3-50-74%		9-other (specify)_____
4-25-50%		
5-1-24%		

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 1,2,6,7,11
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
11-other (specify) ~~Aide's attitudes towards Inservice~~, students Teacher's attitudes towards bilingual program, curriculum, staff relationships, policies & procedures.

Questionnaire Xerox included E 70 p. 87-91 95-98

E 70 p.87-91 95-98

See Xerox Copy 8b-i

workshop twice every month throughout the school year or one all-day Saturday workshop once a month; (3) a two-week workshop at the end of the school year.

The University of New Mexico gives the in-service training participants course credit at the undergraduate or graduate level for this type of work.

C. Sequence of the In-Service Training Program

1. The two-week workshop at the beginning of the school year:

--- Suggestions for effective ways to utilize teacher-aides in the classroom: group work to jointly outline responsibilities.

--- Outline long-term plans of the work to be accomplished during the year in oral language, reading, concept development. Three levels of performance for each grade level may be desirable.

--- Plan the work for about a two-month period: concepts, skills, behavioral objectives, materials.

--- Improvement of Spanish language proficiency through direct instruction and/or laboratory equipment.

--- Laboratory experiences, under guidance, in teaching oral language, reading, and concept development.

2. Monthly workshops from September to May:

--- Follow-up on teacher - teacher aide cooperative effort in the classroom.

--- Continue planning work for each two-month period, concepts, skills, behavioral objectives, activities,

APPENDIX A

JANUARY - PROCESS EVALUATION - Teacher Aides

Using the following scale, please respond to the statements:

5 = Very
4 = A lot - good
3 = OK (all right)
2 = Not too good
1 = Not at all

(1.) Because of the UNM Inservice training,

1	2	3	4	5	
		2		3	I feel more comfortable in the classroom.
1		1	2	1	I feel more comfortable speaking Spanish in the classroom.
		1	2	3	I can make better audio-visual aids.
		1	2	3	I understand more about bilingual education.
		1	2	3	I can help children print.
		3	1	2	The inservice was well-planned.

(2.)

		1	5	I work well with my teachers.
		3	3	I work well with the teacher-aides.

	Helpful				Easy to talk to				Easy to take problems to			
	2	3	4	5	2	3	4	5	2	3	4	5
Mrs. [redacted]			3	2			2	4			2	3
Mr. [redacted]		1	1	3		2	1	3		2	2	1
Mr. [redacted]		1	2	2		2		4		2	1	2
Mrs. [redacted]	1	3	1		1	3	1	1	1	3	1	
Teacher A				4				5		1		3
Teacher B				4				5		1		3
Other Teachers		2	2	1		2	2	2	1		2	1
Aides			3	2		1	2	3		1	2	2

(3.) The children you are most familiar with:

1	2	3	4	5	
		1	4	1	The children are happy in school.
	1	1	3	1	The children are speaking more Spanish.
		2	2	2	The children are now more comfortable in the Spanish class.
		3	2		The children speak Spanish on the playground.
		2	3	1	The children are more cooperative.
		3	3		The children are more comfortable in the English class.

(4.) Fill-in's

(1) I would like more lessons in Spanish, more supplementary materials when working alone with children.

(2) I want to learn more about speaking and writing Spanish (3).

(3) I wish the UNM workshop offered a variety of instruction.

(4) "My" Teachers very cooperative (3), helpful (3), understanding (3).

(5) Learned a lot, improved from last year.

PROCESS EVALUATION - JANUARY, 1971

TEACHER EVALUATION: Please rate your involvement with the following on a 1 to 5 score: Not at all = 1; A lot, very much = 5.

(1.) This past month I,

1	2	3	4	5	
1	1	4	1	5	Used the new curriculum developed by Coronado staff.
3	2	3		3	Used ideas and or materials from UNM Seminar.
	2	1	6	2	Did Magic Circles (4 weekly = 5)
		1	2	9	Talk informally with my children.
		5	4	3	Tried a new approach.
		2	3	7	Used interest centers
	1	2	3	6	Developed materials for my classroom

(2.) State number of times:

Talked with parents about their children average 4.

Involved parents in class activities average 2 times.

Visited a child's home 0 (only 1 home visit).

(3.) Please rate your morning group's interest and/or improvement. (Use same scale as in 1)

1	2	3	4	5	
		2	5	3	Oral language
		1	4	3	Reading
		3	4	3	Interest centers
		3	6	1	Math (Social Studies)
	2	4	3	1	Magic Circle
		3	4	3	Cooperativeness
			4	6	Smiles

(4.) And your afternoon group:

1	1	6	1	Math (Social Studies)
	3	3	4	Interest Centers
	2	4	4	Oral Language
	2	4	2	Reading
	2	6	2	Cooperativeness
	2	5	3	"Self-Concepts"
	3	5	2	Friendliness toward peers.

6. Please fill in: (Some responses received)

As I see it, the Bilingual Program is progressing well; a good idea, successful; is giving better results than English alone.

I wish my aide would be faster; could help more with children with problems; I like her attitude.

I would like more Spanish materials, to have an aide all the time, a whole afternoon to prepare materials.

My children doing fine, speaking and reading Spanish, able to speak more Spanish.

There is not enough time to do everything I'd like, to teach all we're expected to, plan with grade-level teachers.

I would like help in involving parents in the program, independent work.

Next year, I would like to try team teaching, teaching both languages in a self-contained room.

7. Comments on "life at Coronado" in general:

great, good atmosphere, easy to work, cooperative principals, kept our cool.

8. Evaluation of evaluation: I (like, do not like) this form of evaluation.
4 3

I would prefer No comments.

APPENDIX "A"

CORONADO ELEMENTARY SCHOOL FEBRUARY PROCESS EVALUATION - Teachers

I. Instructional Program

A. How is the present program approach meeting learning problems in reading?

Inadequately	Fairly Well	4 Average	5 Above Average	Very Well

In Social Studies?

Inadequately	Fairly Well	1 Average	5 Above Average	3 Very Well

In Arithmetic?

Inadequately	1 Fairly Well	5 Average	3 Above Average	Very Well

In oral language competency in Spanish?

Inadequately	Fairly Well	3 Average	3 Above Average	4 Very Well

In oral language competency in English?

Inadequately	Fairly Well	2 Average	2 Above Average	6 Very Well

In developing social skills?

Inadequately	Fairly Well	3 Average	1 Above Average	6 Very Well

In developing positive self-image?

Inadequately	Fairly Well	4 Average	4 Above Average	2 Very Well

B. How are skills prescribed for each grade level being learned in Reading?

Inadequately	Fairly Well	Average	Above Average	Very Well
	1	4	5	

In Social Studies?

Inadequately	Fairly Well	Average	Above Average	Very Well
	1	1	8	

In Arithmetic?

Inadequately	Fairly Well	Average	Above Average	Very Well
	1	6	3	

In oral participation in Spanish?

Inadequately	Fairly Well	Average	Above Average	Very Well
	1	3	2	4

In oral participation in English?

Inadequately	Fairly Well	Average	Above Average	Very Well
		2	6	2

In social interaction?

Inadequately	Fairly Well	Average	Above Average	Very Well
	1	5	3	1

C. Describe briefly special enrichment activities which have proven worthwhile.

In reading: Linguistics sentence builder

Spanish flashcards for sentence building

Vowel transparencies

Readiness: Picture charts - drawing lines on blackboard (left to right) and top to bottom.

Reading skills for independent reading

Interest Centers: Library - Experience charts - Oral language through stories, pictures, flannel boards, etc. - Roberts oral language program - dramatizations.

In Social Studies: Dramatizations - parent participation in the unit Community helpers. A visit to the Post Office. Filmstrips and cultural awareness inservice.

In Arithmetic: Working with concrete objects - (Spanish classes) reinforcing math concepts with science and social studies - Interest centers - flash cards.

In Social Interaction: Dancing - parent teaching typical dances. Parents that help with parties and cultural events. Magic Circle.

I. Staff Relationships

A. Interpersonal relationships among the total staff at Coronado are:

Poor	Fair	Average	Above Average	Excellent
		3	5	1

B. At the team level they are:

Poor	Fair	Average	Above Average	Excellent
		1	4	4

C. List briefly changes which might improve relationships among total staff:

More get-togethers - talk sessions.

Among team members:

More team members plan session time

III. Policies and Procedures

A. How are classroom routines working?

1		2	6	
Poorly	Fairly Well	About Average	Above Average	Very Well

B. Staff meetings meet your needs:

1	4	4		
Poorly	Fairly Well	About Average	Above Average	Very Well

C. Communications among staff members are:

	2	1	6	1
Poor	Fair	Average	Good	Excellent

IV. List briefly ways in which the program director could be of help to you:

Arranging visits to other programs for comparisons - an aide to work with the children every day. He has been very helpful. With problem children.

V. In which program area do you feel you are achieving the most?

Reading (English and Spanish) Math
Language Arts, Science, Social Studies
Music
In which program area do you feel you are achieving the least?

Spanish - Palomares
English - Reading with lowest groups
Science
Spanish as a second language - oral
Arithmetic (Spanish reinforcement)
Music and art (lack of time)

Workshop - Seems that what is worked on or one year is not utilized the next. Ex-curriculum was worked on Spring 1970 - now instead of polishing it up or using it, we ignore it.
Improved tremendousely. The subject matter is interesting and pertinent to our program.
Too bogged down with technical abstracts.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
E 70 p.5 1-team teaching
2-cluster teaching P p. 61-63
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-~~bilingual~~ coordinator
4-aides or paraprofessionals (volunteers)
5-consultant psychotherapist or guidance counselor
E 70 p.5 6-other (specify) _____
9 {-media specialist
{-curriculum specialist

10.1 1

10.2 1,3,4,5, ,9

E 70 p. 5 10.3 Average number of pupils per class:
0-not specified

10.3 0

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 0

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)

	I E DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	~~1~~	~~1~~	~~1~~ (inf)
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1
II 1 (inf)
II$_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned

11.2 0

0-not specified specialist

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 0

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1	1	1 (inf)
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	----	----	----
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	----	----	----

11.1 I 1
II 1 (inf)
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K
code: C= N.A. (if no EMT) II K
II_1 K

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
II E DOM	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
II_1 E DOM/NEMT	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined C. GRADE LEVEL Preschool

D. NO. OF PARTICIPANTS 120 P R O D U C T E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
1. The Spolsky test for language dominance and oral proficiency in both English and Spanish will be administered to all preschool children as a baseline measure for instructional groupings.	Sept. 7-30, 1970	Evaluation Office	Final report by Oct. 1, 1970.
2. The Goodenough Draw-A-Man Test will be administered to a randomly selected sample of preschool children as a baseline measure of non-verbal intelligence.	Sept. 7-30, 1970	Evaluation Office	Final report Oct. 15, 1970.
3. The Test of General Ability - InterAmerican Series, Preschool Level - Experimental Edition, will be administered to a randomly selected sample of preschool children in both Spanish and English as a baseline measure of both verbal and non-verbal ability.	Week of Sept. 7, 1970	Evaluation Office	Final report by October 1, 1970.
4. The children in the preschool classes will improve in oral language competency in both Spanish and English as measured by videotapes of a randomly selected sample of children responding to a structured dialogue in each language.	Sept. 1970 February 1971 April 1971	Evaluation Office will tape & submit to a panel of experts in bilingual education for ratings.	Reports Oct. 1970 March, 1971 May 1971

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned (N.S.)	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	...	X	...	...	...	...	...	...
II E-DOM - EMT	...	X	...	...	...	...	...	...
II$_1$ E-DOM/NEMT	...	X	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I ....
I$_2$ ....
II ....

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 3 ...
II 3 ...

code:	00 if no EMT	0 not specified	grades 1	2	(3)	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II$_1$ N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 3

C 70 p.37 0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

See Xerox Copy 10a

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
C 71,p.23 ~~PreK~~	45	145		~~Pre~~ K 31%
C71,p.28 1	360	360	Music,Art,Science,Lang.Arts	1 Writing,M,Reading 100%
C71p.32 2	95	360	M,Music,Lang.Arts,SS,Art,Science,Reading	2 25%
C71p.37 3	100	360	Reading,M,SS,Science	3 25%
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
C 71 p23				

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 3 II 3

code:	00 if no EMT	0 not specified	grades 1	2	(3)	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ih N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 3

C 70 p.37 O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

see Xerox Copy 10a

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
C 71,p.23 ~~PreK~~	45	145		~~Pre~~ K 31%
C71,p.28 1	360	360	Music,Art,Science,Lang.Arts	1 Writing,M,Reading 100%
C71p.32 2	95	360	M,Music,Lang.Arts,SS,Art,Science	2 Reading 25%
C71p.37 3	100	360	Reading,M,SS,Science	3 25%
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
C 71 p23 ~~PreK~~	45	145		~~Pre~~ K 31%
C71p.21 1	0	360		1
C71p.33 2	0	360		2
3	100	360	Reading,M,SS,Science	3 ?
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

For first grade there is a Spanish component (C 71, p.28) & English component (C 71, p.23). It is unclear as to how they are scheduled together.

E 70, p.78 states there is a split day (½ day in each language).

Xerox C 71, pp. 21,23,28,32,33,37

Copy 10b—g

BILINGUAL PROCEDURES V-C (page 11)

A. COMPONENT NAME Evaluation B. DOMINANT LANGUAGE Not yet determined. C. GRADE LEVEL Second Grade

D. NO. OF PARTICIPANTS 120 P R O D U C T _ E. Program Objectives:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
5. The degree of development of positive self-image and social behavior will be evaluated by individual ratings of the children on the Bessell-Palomares Human Development Rating Scales.	Nov. 1970 Jan. 1971 April 1971 June 1971	Teachers	Reports in Nov., 1970 Jan., April and June, 1971
6. The children will perform in the basic language skills required in the Miami Linguistic Readers as measured by a teacher-made test.	Week of April 1, 1971	Teachers	Final report May 1971
7. Cultural enrichment through materials, field trips, etc., will accrue to the children during the year. No measurement is possible, but records will be kept of cultural experiences.	Monthly throughout the school year.	Project Director or designee	Final report June 1971.

KINDERGARTEN

9:00 to 9:15 12:30 to 12:45	Opening Ex. (Spanish & English) Roll call, lunch count, pledge, News
9:15 to 9:30 12:45 to 1:15	Music (Spanish & English)
9:30 to 9:45 1:00 to 1:15	SSOL (Spanish)
9:45 to 10:00 1:30 to 1:45	Snacks (go to cafeteria)
9:45 to 10:00 1:45 to 2:00	Supervised play outdoors
10:00 to 10:15 2:00 to 2:15	Rest period
10:15 to 10:30 2:15 to 2:30	Human Development
10:30 to 10:45 1:15 to 1:30	ESL
10:50 to 11:25 2:30 to 2:55	Free play

Spanish Component

SECCIÓN MAÑANA

9:00 to 9:15′	Iniciación, saludos a la bandera, Noticias.
9:15′to 10:15′	Artes del Lenguage 15′--Leng. oral (cont. tomados de Ciencia y Estudios Sociales.) 45′--Lectura
10:15′to 10:30′	Recreo
10:30′to 10:45′	Escritura
10:45′to 11:00	Reforzar Matemática (música)
11:00 to 11:30′	Palomares

SECCIÓN TARDE

12:30′to 12:45′	Saludo, Fecha, responsabilidades, noticias
12:45′to 1:45′	Artes del lenguaje 15′--Lenguaje oral (cont. tomados de Ciencia y Estudios Sociales) 45′--Lectura
1:45′to 2:00	Escritura
2:00 to 2:15′	Recreo
2:15′to 2:30′	SSOL
2:30′to 2:45′	Música
2:45′to 3:00	Artes

SECOND GRADE

CLASS SCHEDULE

Spanish Component

GROUP - 1	MORNING
9:00 to 9:10	Opening exercises
9:10 to 10:15	Language Arts SSS - SSOL Social Studies Science Art
10:15 to 10:30	RECESS
10:30 to 11:00	Human Development (Palomares)
11:00 to 11:25	Story time Music Math (reinforcement)
11:25 to 11:30	Health
11:30 to 12:30	LUNCH

THIRD GRADE

CLASS SCHEDULE

8:55 to 9:00	Opening Exercise
9:00 to 9:05	Health
9:05 to 9:25	English
9:25 to 10:15	Reading (English)
10:15 to 10:30	Recess
10:30 to 11:00	Reading (Spanish)
11:00 to 11:35	Arithmetic (reinforced in Spanish)
11:40 to 12:30	LUNCH
12:30 to 12:50	Social Studies (Spanish and reinforced in English)
12:50 to 1:05	Science (reinforced in Spanish)
1:05 to 1:30	Spelling
1:30 to 2:00	Expressive Art
2:00 to 2:15	Recess
2:15 to 3:00	Enrichment

Tuesday and Thursday - - - P.E. 10:35 - 11:00

Friday - - - - - - -- - - Library 11:00 - 11:30

FIRST GRADE

ENGLISH COMPONENT

8:55 - 9:10	Opening Exercises
9:10 - 9:20	Writing
9:20 - 10:15	Reading
10:15 - 10:30	Recess
10:30 - 10:50	Math
10:50 - 11:30	Magic Circle, Social Studies (reinforcement)
12:30 - 12:40	Writing
12:40 - 1:35	Reading
1:35 - 2:00	Math
2:00 - 2:15	Recess
2:15 - 2:30	Art
2:30 - 3:00	Social Studies (reingorcement)

Wednesday . . . . . Library 9:00 - 9:30

Social Studies and Science alternated, according to units being taught in Spanish component.

SECOND GRADE

CLASS SCHEDULE

English Component

9:00 to 9:15	Opening Exercises
9:15 to 10:15	Reading ESL Miami
10:15 to 10:30	RECESS TWTH (P.E. MF) 10:00 - 10:25
10:30 to 11:00	Arithmetic
11:00 to 11:15	Human Development
11:15 to 11:35	Science
11:35 to 11:40	Lunch Prep. Alphabetically
11:40 to	LUNCH
12:30 to 1:30	Reading ESL Miami
1:30 to 2:00	Arithmetic
2:00 to 2:15	RECESS TWTh (MF no Recess)
2:15 to 2:30	Human Development
2:30 to 2:45	Science
2:45 to 3:00	Art or Music

11.13 1-Program is ~~one-~~two-way - ~~only non-English Mother Tongue students (including N-EMT English dominant)~~. English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students

11.13 2

C 70, p.14

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is: (Spanish)

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2	N.S.	N.S.	N.S.	2 N.S.
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

E 70 p. 66

Xerox 14a

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1

1-Audio-lingual habit skills or behavioral

	of instruction through N-EMT	day of any instruction	in second lang.	of instruction through N-EMT
PreK				Pre K
1				1
2	N.S.	N.S.	N.S.	2 N.S.
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
E 70 p 66
6-constant switching from one language to another by teacher during lesson.
Xerox 14a
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
E 70 p.5,6
See Xerox Copy 11a-b

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

II. Techniques and Activities

A. Techniques for Second Language Teaching

1. An audio lingual approach

Question 12.0

Language learning for children should be language learning for communication. Consequently, an audio-lingual approach, or a necessary adaptation of it is strongly urged when teaching English and/or Spanish as a second language. This approach recognizes that first the ear must have training for comprehension of the spoken language. Speaking practice follows immediately. The correct sounds and patterns of the language are learned utilizing normal, everyday speech. Reading and writing practice follow the drill in oral skills. This method also recognizes the fact that vocabulary is easily acquired, that the learning problem is one of sound and structure.

When teaching the oral skills, there are four key words for the teacher to remember; listen, repeat, practice and create.

A skilled teacher knows that motivation is the key to effective teaching. No method, no drill, no approach is effective unless the child is interested.

2. Suggestions for Language Teaching (General)

As an aid in teaching the language skills, the following suggestions are offered:

a. Carefully plan your classes (teaching) in advance, but always leave room for flexibility.

b. Alert pupils to your (and their) objectives and how these objectives will be attained.

c. Approach the language as a practical tool, something to use, not something to talk about.

d. Talk about, read about, write about topics of interest to your students.

e. Always keep in mind the differences between assimilation of theory and practical applicati

recognizes that first the ear must have training for comprehension of the spoken language. Speaking practice follows immediately. The correct sounds and patterns of the language are learned utilizing normal, everyday speech. Reading and writing practice follow the drill in oral skills. This method also recognizes the fact that vocabulary is easily acquired, that the learning problem is one of sound and structure.

When teaching the oral skills, there are four key words for the teacher to remember; listen, repeat, practice and create.

A skilled teacher knows that motivation is the key to effective teaching. No method, no drill, no approach is effective unless the child is interested.

2. Suggestions for Language Teaching (General)

As an aid in teaching the language skills, the following suggestions are offered:

a. Carefully plan your classes (teaching) in advance, but always leave room for flexibility.

b. Alert pupils to your (and their) objectives and how these objectives will be attained.

c. Approach the language as a practical tool, something to use, not something to talk about.

d. Talk about, read about, write about topics of interest to your students.

e. Always keep in mind the differences between assimilation of theory and practical application.

f. Insist that students keep their books closed during presentation and practice.

g. Encourage all students to participate - instead of yielding to the temptation to call on outstanding students only.

h. Differentiate between the hearer and the speaker as you train pupils.

i. Teach only one thing at a time, such as new vocabulary, a new pattern of structure, practice on a particular sound problem or a persistent problem.

j. Teach phrases or sentences (utterances) instead of isolated words.

k. Correct mistakes in pronounciation immediately.

l. Clarify meanings of words to avoid confusion and to save time.

m. Use visual aids and cues to explain meanings.

n. Always make use of something "old" when you are teaching something new.

o. Do not emphasize errors. Be positive - call for choral correction of mistakes before asking the student to correct his error.

p. Give praise for correct answers.

q. Let reading and writing assignments be on familiar material.

r. Don't ask students to write things they cannot say.

s. Give assignments that are helpful to students; don't be guilty of asking for "busy work".

t. When giving a new assignment, always explain fully what is expected and how it is to be carried out. Give models of assignment.

u. Do not judge a student's ability solely on the basis of his written work.

v. Remember the importance of review and provide for it periodically.

w. Don't expect your pupils to know as much about the language as you do. You are not in the teacher training business.

3. Effective Techniques

It is essential that the teacher strive constantly

to learn about and to utilize new or revised methods. The techniques described are those used in many language classes. They have been selected for their known effectiveness in language learning.

4. Listening and Speaking

a. Listening Experiences

Before the child can understand the spoken work, he must learn to listen carefully. Purposeful listening experiences should be provided from the very beginning.

Students must be trained to listen not only for understanding, but also to be able to reproduce the sounds and intonation patterns of the language. Such activities can include:

Teacher and pupil use of the language for the daily routine and classroom directions.

Increased use of a variety of recorded materials.

Listening to resource persons.

Radio and television programs.

Games which require attentive listening.

b. Presentation of a Language Pattern

One major device to teach sound and new items of language structure is the presentation of a simple language pattern. Vocabulary is also taught by making simple substitutions in the basic language patterns. These steps may be used in an oral presentation:

Saying the basic sentence pattern clearly and distinctly several times at normal speed.

Indicating the meaning of words or situations by pictures, gestures, action, or simple explanations.

Having students listen carefully before they repeat in chorus.

Having the pupils repeat the patterns after you. This enables you to listen for and hear problems as you walk around the classroom.

Modeling the sentence pattern repeatedly.

Giving remedial pronunciation practice for any words causing difficulty.

Having pupils practice in isolation only those words that pose pronunciation problems, and then repractice them in context.

After students have mastered the sentence pattern orally, have them practice reading it.

c. Dialogues

A dialogue is a simple conversation between two or more people. It is built around an everyday situation in which the student understands, identifies with, and enjoys. Dialogue practice offers practice in pronunciation and structure as well as providing for other values - meaningful experiences, time not wasted on isolated words, and the pupil finds a personal interest.

The following questions may be used as criteria by the teacher in selection of dialogue material:

1. Is the dialogue short, interesting, and meaningful?

2. Does it contain simple phrases and patterns for mastery?

3. Is it developed around a real situation on the child's interest and emotional level?

4. Does it allow for intensive practice of

basic structural patterns and insure a high quality of language development?

5. Does it in some way reflect or transmit ideas of the culture of the people who speak the foreign language natively?

When teaching a dialogue, these suggestions are helpful:

1. Use appropriate facial expressions and gestures in the presentation so that the children will get the feel of what they memorize.

2. Make use of pictures, props, puppets, or other visual aids necessary to clarify ideas.

3. Change positions each time there is a change of speakers.

4. Re-present the dialogue sentence by sentence for added comprehension and repetition practice.

5. Walk around the room and require the children to repeat the sentences of the dialogue by the use of hand motions.

6. Give correction to errors through choral repetition drill of correct forms.

7. Always cultivate the habit of clear and quick responses.

8. Know that a dialogue has been mastered when most of the students can participate at a moment's notice and the entire dialogue can be said from beginning to end at a normal tempo without hesitations or mistakes.

By selecting well organized and appropriate dialogues and applying well sequenced steps in their presentation, the teacher can better his results considerably. He must remember that

through the medium of dialogue practice, he is teaching his students to become independent in the use of the simple forms in natural hearer-speaker situations.

Students in the higher levels may be led to create their own dialogues. Whole expressions and parts of dialogues that have been memorized previously may be used as a basis for developing the new dialogue.

d. Pronunciation Drills

Every teacher of English serves as a model for pronunciation. If he teaches Spanish speaking children, it is important that he become well acquainted with the sound structure of English and with the ways in which it contrasts with Spanish. This knowledge enables him to predict pronunciation problems and to select or prepare drills for their solution.

Several techniques are suggested for preparing drills for pronunciation practice:

1. Contrast words with the same beginning and ending consonants but with varying vowel sounds; but, bought, boat.

2. Contrast words having the same vowel sounds, but with varying final consonants: hat, had, has.

3. Contrast words containing the same consonants in different positions in the words: tan, stand, Nat.

4. Develop recognition drills of similar words with contrasting vowel or consonant sounds: heed, hid, head, had; sheet, cheap, ship, chip.

5. Give interesting and practical explanations or drills as to how difficult sounds are made:

By comparing unfamiliar sounds to noises familiar to students, such as s sound of serpent, sh "hushing" sound.

By using simple illustrations, as "the motor in throat" to distinguish between voiced and voiceless sounds such as f-v, t-d.

6. Lead students to form their own pronunciation rules after they have been taught inductively a number of examples:

Formation of the past tense ending in -ed.

Formation of plurals.

These procedures may help the teacher in presenting pronunciation drills more effectively.

1. Model a pair of contrasting words or a sentence.

2. Have class repeat in unison.

3. Repeat the same pair of words or sentence, pointing to an individual student to repeat after you.

4. Then model the second pair of words or the second sentence and follow the same procedure. Do the same with subsequent words and sentences.

e. Dialogue Adaptation

The objective of dialogue adaptation is to relate the dialogue sentences and situation to the personal experience of the students. The technique consists of questions and answers that are based on the dialogue, and it may be used as soon as the appropriate parts of the basic dialogue have been fairly well learned by the students.

The following are suggestions for presenting

dialogue adaptation:

1. The question-answer process is first practiced between teacher and students.

2. When a phrase becomes familiar, direct one student to ask the question of the student next to him.

3. After answering, this student in turn may ask the student next to him.

4. This "chain drill" ends after several students have participated.

5. Introduce a new question.

6. When necessary, prompt the correct form immediately.

f. Questions and Answers

The questioning technique is one of the most frequently used by language teachers, but this does not mean that it is the most successfully used. Valid question practice is very important in language learning because it requires the ability to think quickly and easily and to answer automatically.

The following suggestions are for improving the technique:

1. Direct the question to the whole class before any one pupil is called on for an answer.

2. Use only words found in the pupil's vocabulary.

3. Be concise, clear, and definite.

4. Require all questions to be answered in complete sentences or utterances.

5. Pass the questions around and give all students a chance to participate.

6. Do not follow any special order in asking the questions, such as seating arrangement or alphabetical order.

7. Do not allow a few of the very slow students to waste the time of the class.

8. Ask most questions in a business-like, but unhurried rapid manner.

9. Use various types of questions that will establish an active vocabulary, emphasize points in grammar, test student's information, and stimulate thought and create enthusiasm. Make questions difficult enough to challenge the student's efforts but not so difficult as to discourage them. The most effective questions are those pertaining to students' lives and experiences. They create personal interest and enthusiasm. For drill purposes, however, and in order to build an active vocabulary, the teacher may use other types of questions: yes-no; choice, simple and difficult recall.

g. Directed Dialogue

Directed dialogue is a controlled conversation between two students stimulated by teacher instruction. The student rephrases an utterance and addresses it to someone else.

When presenting directed dialogue:

1. Have two students come to the front of the room the first few times you use the technique.

2. Use students' own names in speaking to them.

3. Have one student repeat the words.

4. Have the entire class repeat the same

sentence or question.

5. Move and stand beside second student; give him the exact response.

6. Have him repeat it; have class repeat it.

7. Give the direction to first and second students to elicit the responses without prompting.

8. Repeat the same directed dialogue with two or three other pair of students.

9. Prompt immediately when prompting is needed.

B. Activities

Songs, games, story telling, puzzles, and art activities are not only ways of creating atmosphere, interest, and enthusiasm, but they are also an excellent medium for teaching, reviewing, and testing language learning.

1. Songs

Children of all ages enjoy singing songs because they:

a. Are fun and create atmosphere.

b. Teach melody and words in a manner that will maintain interest.

c. Aid in learning new sounds and give an interesting medium for pronouncing them correctly.

d. Facilitate learning of new words and concepts through appropriate action or dramatization.

e. Afford a means of improving intonation patterns and rhythm in the new language.

f. Give practice on the cardinal principle that a word must be learned before it is seen.

When teaching a song, follow these steps:

a. Read the words at a normal speed and explain the text, elaborating on any parts that are necessary.

b. Sing or play a record of the song all the way through so that students will become interested in the melody and how to sing it.

c. Re-read the song, line by line, indicating rhythm and inflection by hand motions.

d. Have the students repeat the song in choral unison with correct pronunciation and rhythm.

e. Require correct pronunciation of all words, giving choral unison drill of the difficult words.

f. Sing an entire verse (or part of a verse) and have the students join in the singing.

g. Continue singing until students have learned to sing the melody correctly.

h. Encourage students to learn the words by memory, once they can sing the song correctly.

i. Organize groups for two, three, or four-part harmony, after the song has been mastered by the entire group.

j. Make the presentation of a song more meaningful by using appropriate pictures and relating it to the development of the lessons taught.

2. Games

The teacher can take advantage of the child's natural interest in games to give additional practice in reinforcing, maintaining, and reviewing previously learned skills.

In selecting games for classroom use, choose those that:

a. Are fast moving in order to avoid monotony.

b. Contain elements of suspense and competition.

c. Require responses from a large number of students.

d. Are uncomplicated and require only simple explanation and score keeping.

e. Most of all, provide definite learning objectives.

Many professional books and magazines provide teachers with new ideas about games. The following are some samplings of games that have been effective in language teaching:

a. Lost and Found

Ask individual children to stand and repeat what they would say to a policeman if they were lost. Each child might say:

My name is Juanita Morales. I am six years old. I live at 506 Laredo Street. My father's name is Raphel Morales.

(Texas Education Agency, Austin, Texas. Bulletin 642, March 1964.)

b. How Many Are There?

Use number cards and pictures of any object, person, or animal. Hold a number card in one hand and a picture in the other. Ask, "How many _____ are there?"

(Teaching Children Foreign Language. Finacchiaro, Mary. McGraw-Hill Book Company, New York, New York.)

c. Nice and Clean (Song-game)

(Tune: Mary Had a Little Lamb)

Tito had a bar of soap,
A bar of soap, a bar of soap.
Tito had a bar of soap,
He used it every day.

His face and hands were always clean,
Always clean, always clean.
His face and hands were always clean,
He used it every day.

Maria had a toothbrush,
A toothbrush, a toothbrush.
Maria had a toothbrush,
She used it every day.

Lupe wore a nice clean dress,
Nice clean dress, nice clean dress.
Lupe wore a nice clean dress,
A nice clean dress today.

(Texas Education Agency, Austin, Texas. Bulletin 642, March 1964.)

3. Story Telling

The learning of stories furnished rich listening and speaking experiences that promote language growth. In selecting stories for beginners, those that are well-known and well-liked should be chosen. They give pupils feelings of confidence. The teacher can use pictures and props to help get meanings across. These steps are effective in presenting a story:

a. Practice repeating the story several times outside of class, using pictures and props that may be used during its actual presentation.

b. Correlate skillfully the presentation of each visual aid with the idea that it explains. Practicing in front of a mirror can be helpful.

c. When telling a story, follow the same sequence each time and use the visual aids exactly the same way. The visual material may be different

to vary the presentation, but always present the events in the same order or sequence.

d. When first presenting the story, tell it in a short and simplified form, dealing mainly with the basic framework.

e. Use key phrases or expressions later as a refrain or choral drill. Present the dramatic action so that the children can easily learn to mimic the voice and the action.

f. Tell the story a number of times.

g. Have dramatic presentations with the children performing or using puppets to serve as a culminating or final activity.

4. Puzzles

Puzzles are a most useful aid which all children enjoy. Like games, they arouse interest and are ideal for reinforcing learning or review. There are a variety of types, among which the following are commonly used in language teaching:

a. Picture puzzles (grades 2-6: A picture puzzle is one in which the child looks at the picture to develop concepts at these levels. An example would be a picture of a ball with the letter b missing. The child sounds out the word and supplies the letter he hears.

b. Story puzzles (grades 2-8): A story puzzle is one in which the child reads a teacher-composed story or composes one himself. After it has been read several times, consonants, blends, or endings are erased and the child is permitted to put the missing letter or letters in the right places.

c. Compound Word puzzles (grades 2-6): A compound word puzzle picture can be made by drawing pairs of pictures. The child can spell the words to match the pictures, thus creating the

compound words.

d. Rhyming Word puzzles (grades 1-2): A rhyming word puzzle is one in which the child looks at a picture on the board and writes a word that rhymes with the picture. Another variation is to have a list of four words with one word that does not rhyme. The child circles the "wrong" word.

e. Crossword puzzles (grades 2-8): Crossword puzzles may be made and duplicated by the teacher or purchased. Each child reads the sentence clues and puts the letters in the squares to make a word. A variation would be to give students the puzzle filled in correctly and let them provide the sentence clues.

5. Art Activities

Art activities are a helpful aid to learning and may be used most effectively with younger children. When they first come to school, they are curious about their new surroundings, and art activities take advantage of this natural curiosity.

Through art work, the children learn simple terms, such as square, circle, and color. They learn to observe and appreciate color in nature and to recognize the primary and secondary color groups. They also learn to express themselves. All of these learnings stimulate language growth.

The following are types of art activities that can be used. Some are for the children to do and some are to be partially prepared by the teacher, to be completed by the children.

a. Two-dimensional Art Activities

1. Use crayons in different ways.

2. Use tempera paint in a variety of ways.

3. Use colored construction paper in different

ways.

4. Illustrate stories and poems with crayon and paints.

5. Use finger paints.

b. Three-dimensional Art Activities

1. Use clay.

2. Make Masks.

3. Collect odds and ends of scrap materials to make interesting forms.

4. Use cloth, yarn, and large needles to sew simple objects.

c. Art Appreciation Activities

1. Take a walk, observing and talking about the beauty of nature.

2. Collect articles and flowers for enjoyment and beauty.

3. Learn to care for personal belongings in an orderly manner.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		---		---	13.1 IB 1 IIB 1
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---	13.2 IA 2,4 IB 2,4 IIA 2,4 IIB 2,4
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills					

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills ___ ___
2-after a specified level of competency achieved in listening-speaking skills in dominant language ___ ___
3-a specified period of time after listening-speaking skills in dominant language taught ___ ___
4-before any specified level of listening-speaking competence achieved in dominant language ___ ___

13.1 IB 1
IIB 1

13.2 ALM sequence followed:
1-Listening-speaking proficiency precedes introduction of reading ___ ___ ___ ___
2-Reading is taught concurrently with listening-speaking skills ___ ___ ___ ___
3-Learning to read overlaps learning of listening-speaking skills ___ ___ ___ ___
4-There is some overlap between learning to read and to write ___ ___ ___ ___

13.2 IA 2,4
IB 2,4
IIA 2,4
IIB 2,4

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency ___ ___ ___ ___
2-informal assessment by teacher video tapes ___ ___ ___ ___

13.3 IA 2
IB 2
IIA 2
IIB 2

13.4 Second language reading skills are learned:
1-concurrently with learning to read in dominant language ___ ___
2-after a specified level of dominant language reading competence achievement ___ ___
3-a specified period of time after learning to read in dominant language (e.g. a specific grade) ___ ___
4-before learning to read in dominant language ___ ___

13.4 IB 1
IIB 1

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
1	X	X	X	X	IB 1
C 70 2	___	___	___	___	IIA 1
p.34 3	___	___	___	___	IIB 1
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___	13.6 IA 1
2-informal teacher assessment	___	___	___	___	IB 1
C 70 p.32					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA 1
2-in second grade	___	___	___	___	IB 1
C 70 3-in third grade	___	___	___	___	IIA 1
p.34 4-in fourth grade	___	___	___	___	IIB 1
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: — 13.8 IB NS, IIB NS

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) — 14.0 I 2,4; II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects. C 71, p.37	X	X

13.6 Reading readiness is determined by: 13.6 IA 1
1-test of reading readiness IB 1
2-informal teacher assessment IIA 1
C 70 p.32 IIB 1

13.7 Grade level reading is expected: 13.7 IA 1
1-in first grade IB 1
2-in second grade IIA 1
C 70 p.34 3-in third grade IIB 1
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS
IIB NS
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 2,4
(mark all that apply) II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
C 71,p.37 2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
See Xerox Cory 10.e 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
C 71,p.37 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form. (E 70 p.66)	1	1	1	1
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. (E 70 p.66)	—	2	2	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1,2
IIA 1,2
IIB 1

Xerox 14a

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) (C 71 p.27)	1	1	1	1
2-Basal readers (See Xerox Copy 14b) Laidlaw Reading Series, Ginn Reading Series, Language Experience	—	—	—	—
3-Dialect readers (C 71 p.36)	—	—	—	—
4-Experience charts (stories dictated by children) (See Xerox Copy 14b)	1	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1 (C 71 p.36)		
2-Grade 2		
3-Grade 3	3	3
4-Beyond Grade 3 (See Xerox Copy 14b)		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—

aiming toward child's eventual control of the standard form. 1 1 1 1 Xerox 14 d

E 70 p.66 2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — 2 2 —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

C 71 p.27 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA 1 IB 1 IIA 1 IIB 1

See Xerox Copy 14b 2-Basal readers Laidlaw Reading Series, Ginn Reading Series, Language Experience

C 71 p.36 3-Dialect readers — — — —

See Xerox Copy 14b 4-Experience charts (stories dictated by children) 1 — — —

16.2 If some reading material is in the child's dialect, indicate how long it is used:

C 71 p.36 1-Grade 1 16.2 IA 3 IIA 3
2-Grade 2
3-Grade 3
See Xerox Copy 14b 4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

	0-none specified	—	—
	1-pattern drills	—	—
	2-dialog memorization	—	—
	3-choral repetition	—	—
	4-songs	—	—
	5-programmed instruction	~~6~~	~~6~~
E 70,p.66	6-stories read to children	7	7
	AUDIO VISUAL AIDES		
	7-films, filmstrips	—	—
	8-flannel or magnetic boards	—	—
	9-realia, graphic displays	—	—
C 71, p.38	10-records, tapes	~~10~~	~~10~~
See Xerox Copy 14b	11-listening centers (inf)	~~11~~	~~11~~
	12-multi-media approach	—	—
	Experiential:		
	13-role playing	—	—
E 70,p.66	14-puppetry	~~14~~	~~14~~
E 70,p.66	15-experience charts bilingual bulletin	~~15~~	~~15~~
	16-primary typewriter boards	—	—
See Xerox Copy 14a	17-learning through direct experience with materials e.g. Montessori	—	—
	18-activity centers-chosen by child	—	—
	19-other (specify)	—	—
	Learning outside the classroom:		
	20-field trips	~~20~~	~~20~~
	21-suggested TV programs	~~21~~	~~21~~
	22-other (specify)	—	—
	24-Show& tell	24	24

Question
15.0, 16.3
11.17

Bilingual-Bicultural Project
Coronado School

PROCESS EVALUATOR'S REPORT FOR OCTOBER, 1970

CLASS VISITATION

There are three kinds of classrooms in the bilingual program. The self-contained room which uses both languages as vehicles of instruction, the Spanish rooms and the English rooms. In all cases, the teachers are good models of the language(s) used as medium of instruction. The self-contained rooms are four kindergarten and two transition classes. The degree of bilingualism in these rooms varies from almost exclusive use of a language, to equal use, to intermittent use of the languages. The percentage of time taught in a language seems to correlate somewhat with the language make-up of the individual children. However, some are giving equal time to both languages. All of these rooms have bilingual bulletin boards and experience charts. Most of the teachers seem comfortable teaching in Spanish; a few should be encouraged to use it in informal situations as well. Also, more informal oral language should be encouraged. For example, the following techniques (both languages) were observed: lessons from Palomares, show and tell, stories, puppets, reacting to listened-to stimuli. The majority of the children react to each other and the teacher in English, except in a directed language situation. The mixing of the languages has been observed. The environment here (as well as in the specific language rooms) is such that the child is free to use either language and the teacher responds in the language she is using to all comments. In other words, while the child is encouraged to speak the language being used at the moment, he is not discouraged from expressing himself.

Question 16.0

Materials

(2) First grade level we will pick up at the reading readiness level and continue with Miami Linguistic readers for the English component and materials developed by the teachers in the project and the Laidlaw reading series for the Spanish component. Sample schedules attached for the team approach.

Question 16.1

36.

(4) At third grade level we will continue using the Miami Linguistics for the English component and when completed, we will transfer to the Ginn reading series. For the Spanish component we will continue to use the Language experience approach and the Laidlaw reading series and will introduce a stream of Hispanic studies -- eg. history, literature, etc., that will set the tone for development of the same for the intermediate grades. Sample schedules attached.

Question 16.3

38.

We will also at all grade levels reinforce their culture through enrichment of their experiences such as music, dance, field trips, etc. We will continue to use parents and grandparents to help us with this phase of the program.

We will continue at all grade levels to use the "Human Development Program."

16.4 The sources of Non-English materials and textbooks are: 16.4 3
(mark all that apply) C 71, p.37
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox 14 b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5,6 (inf)
0-not specified E 70, p.66
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 0
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) _____ _____
3-individual instruction _____ _____
_____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox 14 b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5,6 (inf)
0-not specified E 70, p.66
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 0
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	____	____	____
2-by native language	~~2~~	~~2~~	~~2~~ (inf)
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	____	____	____

E 70 p.66
See Xerox Copy 14a

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 0
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 2

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used
E 70,p.5 parents are used as resource persons and chaperons
Parents are trained to become tutors for their children:
See Xerox Copy 11a 3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 11

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
E 70, p.66 11 10-others (specify)#
See Xerox Copy 14a if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
11-three types of classrooms:
A-self-contained classroom using both languages
B-Spanish room
C-English room

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,4,5
0-method not mentioned
P p.74 App. A Xerox 16 a-c 1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
P p.79 4-labeling and grouping actual objects to learn classification:
grouping objects with

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 11

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
11-others (specify)*

E 70, p.66

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

See Xerox Copy 14a

11-three types of classrooms:
A-self-contained classroom using both languages
B-Spanish room
C-English room

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 1,4,5

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development

P p.74 App. A

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

xerox 16 a-c

3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

P p.79

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

P p.71

6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 NA

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

APPENDIX A

First Grade Curriculum

20.1 Cognitive development

I. The major aims of the readiness program are:

A. To develop correct and consistent patterns of word usage.

B. To extend the listening and speaking vocabularies.

C. To enrich experiences and build concepts.

D. To develop the attitude that books can both delight and inform the reader.

E. To develop the understanding that printed symbols stand for meaning.

F. To develop a desire to learn to read.

G. To provide systematic instruction and practice in the following basic skills prerequisite to initial reading:

1. The ability to listen to and follow directions.

2. The ability to perform certain tasks involving eye-hand coordination.

3. The ability to follow a left-to-right visual progression.

4. The ability to interpret the content of a single picture story in terms of the main idea and the supporting details.

5. The ability to interpret a picture story in sequence.

6. The ability to make inferences about what has gone before and what will happen next in a picture story.

7. The ability to draw logical conclusions as to the

motives, moods, and conversation of the picture-story characters.

8. The ability to create oral text for picture stories as preparation for reading conversation at the preprimer level.

9. The ability to recall story events in sequence and to express ideas in the form of complete sentences.

10. The ability to make visual discriminations involving likenesses and differences in concrete objects, pictures, geometric shapes, and word forms.

11. The ability to perceive and make auditory discriminations involving familiar sounds.

12. The ability to make auditory discriminations involving:

    a. Likenesses and differences between initial consonant sounds.

    b. Rhyming words, preparatory to the development of phonic analysis skills.

13. The ability to perceive relationships and to classify or make generalizations.

14. The ability to associate and discriminate colors.

15. The ability to associate and discriminate the concept of numbers -- counting 1-10.

16. The ability to listen with understanding.

17. The ability to think creatively - storytelling, dramatization and art.

18. The ability to observe.

19. The ability to reason and form judgements.

20. The ability to organize ideas.

21. The ability to associate ideas.

22. The ability to distinguish concepts of:

in, out	top, bottom
left, right	full, empty
on, over, under	open, closed
big, little	round, square
up, down	triangle, star
tall, short	on, off
fast, slow	near, far
above, below	

The readiness program is not designed to create a stereotype, but rather to facilitate communication in the classroom and to provide a community of understanding as a basis for carrying on reading instruction.

21.0 SELF-ESTEEM

21.0 2,4,5,7,21

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
E 70,p.66 Xerox Copy 17a 3-language-experience approach: students dictate stories from their own experience
E 70,p.66 C 70,p.14 4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
C 70,p.6,14 9-other (specify) (xerox or summarize) document page #
21- Bessell-Palomares-Human Development Program
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

E 70,p.66 4-teacher accepts, acknowledges ideas and feelings
C 70,p.14 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
C 70,p.6,14 9-other (specify) (xerox or summarize) document page #

21. Bessell-Palomares-Human Development Program
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,4,5

1-bilingual alone
C 70,p.14 2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
C 70,p.14 4-an ethnic studies program is included in the bilingual program
E 70,p.66 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

See Xerox
Copy 17b,c

QUESTION 21.0

17a

Bilingual-Bicultural Project
Coronado School

PROCESS EVALUATOR'S REPORT FOR OCTOBER, 1970

CLASS VISITATION

There are three kinds of classrooms in the bilingual program. The self-contained room which uses both languages as vehicles of instruction, the Spanish rooms and the English rooms. In all cases, the teachers are good models of the language(s) used as medium of instruction. The self-contained rooms are four kindergarten and two transition classes. The degree of bilingualism in these rooms varies from almost exclusive use of a language, to equal use, to intermitten use of the languages. The percentage of time taught in a language seems to correlate somewhat with the language make-up of the individual children. However, some are giving equal time to both languages. All of these rooms have bilingual bulletin boards and experience charts. Most of the teachers seem comfortable teaching in Spanish; a few should be encouraged to use it in informal situations as well. Also, more informal oral language should be encouraged. For example, the following techniques (both languages) were observed: lessons from Palomares, show and tell, stories, puppets, reacting to listened-to stimuli. The majority of the children react to each other and the teacher in English, except in a directed language situation. The mixing of the languages has been observed. The environment here (as well as in the specific language rooms) is such that the child is free to use either language and the teacher responds in the language she is using to all comments. In other words, while the child is encouraged to speak the language being used at the moment, he is not discouraged from expressing himself.

Despite the fact that the procedural objectives of the Spanish for Speakers of Other Languages Component are being worked on, many learning problems exist. The majority of the teachers are new to this New Mexico area and use methods and language unfamiliar to the children. More needs to be done to orient the new teachers

Question 21.0, 23.1

17b

Self-Esteem

II. TEACHING OF BI-LINGUAL CHILDREN

A variety of approaches have been used in teaching the precepts in this program. The program emphasizes the strengthening of both language bases--e.g., teaching English as a second language and Spanish as a second language. The teachers are combining a linguistic approach and a language experience approach. The teachers are also utilizing the Bessels-Palomares"Human Development Program" a process by which the child becomes sensitive and aware of self. The assumption undergrounding this approach is that if the child accepts himself, then learning will be enhanced, and the self concept will also be enhanced.

A. TO TEACH IN BOTH ENGLISH AND SPANISH.

The school has been given complete freedom to modify the curriculum and instructional procedures used in the school. The staff has been utilizing this procedure and is actively engaged in program modification and are making maximum use of both English and Spanish as instructional and learning languages.

B. DUAL CULTURES

Question 23.4

The Cultures of the children are being re-enforced through enrichment of their experiences. The pupils are engaged in culture-relevant activities: music, dance, field trips, celebrations, and the life, as well as being presented the cultures through various media. Always the emphasis is being placed on culture of the Hispanic Southwest.

21.0

C. DEVELOP SELF-CONCEPT

The Bassells-Palomares "Human Development Program" is the principal program employed to attain progress in this realm. However as related previously, concern for self is a thread that runs through all activities in the school.

D. INFORMATION RELEVANT TO URBAN PROBLEMS

The urban setting of this particular school was the focal point of a community survey. The strategy to be employed in this project is to relate the school's program to its environment first, then relating the educational program to larger Urban concerns. A seventeen member community advisory committee has been formed and working in this regard.

210
Self-Esteem

E. HUMAN DEVELOPMENT

We have utilized the Bessell-Palomares program. To prepare teachers we had a one week In-Service workshop conducted by Dr. Bessell and Dr. Palomares. Through this program we hope to increase the child's awareness of himself and others, to reinforce the child's self-confidence and give him a positive self-image.

F. PRODUCTION AND PLANNING OF INSTRUCTIONAL MATERIALS

We have been writing teaching units in Spanish and adapting other materials. The staff needs further work and instruction to reach our goal in this objective, both in currently operating classrooms and as the program moves up through the grades and is implemented in other settings.

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 8
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
C 70 8-Other (specify)
p.22 enrichment of the culture of the Hispanic Southwest through music, art, dance, field trips

See Xerox copy 176

23.5 American culture is defined: 23.5 3
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

C 70, p.22 Hispanic Southwest

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 7,12

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2 · monolingual newsletter
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
P p.49 7-informal meetings open to entire community & P.T.A. meetings
8-meetings conducted in both languages
9-home visits
E 70 10-other (specify)*
p.105 11-project director personally involved in program dissemination. specify how

See Xerox Copy 19a,b,c

*12-parent visits to classes, parent conferences, participation in festivals, trips, tutoring. P p.50

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
E 71,p.12 3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,5

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
P p.50 — 2-community representatives to the school
See Xerox 3-bilingual questionnaire sent to the home
Copy 19c 4-home visits by school personnel
5-other (specify) P.T.A. meetings
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual